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AUTHOR Berns, Robert G.
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ABSTRACT

A study explored the relationship between job satisfaction and teacher turnover of practicing and former vocational education teachers in Northwest Ohio. Factor analysis, discriminant analysis, and an instrument with 38 job satisfaction indicator statements were used to determine these relationships. A total of 745 of 1,025 practicing teachers and 116 of 381 former teachers responded. The practicing teachers, retired teachers, and former teachers who left for reasons other than retirement generally expressed job satisfaction. Each group disagreed with certain job satisfaction indicator statements. The factor analysis resulted in nine factors being identified: public perceptions, school support, self-perception, expectations, job satisfaction, job challenge, job effectiveness, effort, and status. Differences were found between former teachers who retired and former teachers who left their teaching positions for reasons other than retirement. Administrators may have an important effect on whether a teacher continues in that teaching position. The discriminant analysis classified practicing teachers according to whether or not they remain in teaching until retirement and resulted in a misclassification probability of 12.5%. Comparing self-report data in career plans of practicing teachers with the data from the classification procedure, differences emerged. The job satisfaction instrument should determine whether a teacher continues in that position rather than relying on self-report. Six references and nine detailed statistical tables (21 pages) are provided. (NLA)

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The Relationship Between Vocational Education Teacher Job Satisfaction and Teacher Retention Using Discriminant Analysis

Robert G. Berns
Bowling Green State University
Marketing Education Program
Department of Business Education
Bowling Green, Ohio 43403
(419)372-8039

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Abstract

This study explored the relationship between job satisfaction and teacher turnover. The level of job satisfaction of practicing and former vocational education teachers in Northwest Ohio was determined using an instrument with 38 job satisfaction indicator statements. Factor analysis and discriminant analysis were also used. 745 out of 1,025 practicing teachers and 116 out of 381 former teachers responded. The practicing teachers, retired teachers, and former teachers who left for reasons other than retirement generally expressed job satisfaction. Each group disagreed however with certain job satisfaction indicator statements. The factor analysis resulted in nine factors being extracted. Based on those factors, differences were found between former teachers who retired, and former teachers who left their teaching positions for reasons other than retirement. Administrators should realize that, as administrators, they may have an important effect on whether a teacher continues in that teaching position. The discriminant analysis allowed the researcher to classify practicing teachers according to whether or not that individual is likely to remain in that teaching position until retirement. The discriminant analysis performed on the data set of all former teachers resulted in a misclassification probability of 12.5%. Comparing self-report data on career plans of practicing teachers with the data from the classification procedure, clear differences emerged. It may be more reliable to use the job satisfaction instrument to determine the likelihood of a teacher continuing in that position than asking the individual outright.

The Relationship Between Vocational Education Teacher Job Satisfaction and Teacher Retention Using Discriminant Analysis

Introduction and Statement of Problem

Teacher supply and demand generally in this country has been out of balance throughout much of this century (Weber, 1982). This is evident in Ohio where the state's Department of Education has reported that most program areas in secondary vocational education are experiencing a shortage of qualified teachers.

Since secondary vocational education in Ohio is not experiencing overall growth, a retention problem seems to be evident. Each year, individuals from business and industry must be recruited by the schools. This presents a major financial burden to state and local educational agencies which must fund inservice certification classes and supervision.

Why do vocational education teachers leave teaching? One variable that may be related to vocational education teacher turnover is job satisfaction. This study attempted to explore the relationship between job satisfaction and teacher turnover. The specific questions to be answered by the research were:

1. To what extent are practicing and former secondary vocational education teachers in Northwest Ohio satisfied with their current or former teaching positions?

2. To what extent do practicing and former secondary vocational education teachers agree with each of 38 job satisfaction indicator statements?

3. What are the career plans of practicing secondary vocational

education teachers in Northwest Ohio?

4. Using former secondary vocational education teachers' responses to 38 job satisfaction indicator statements, what factors can be extracted to explain those indicators?

5. Based on the extracted factors, what differences exist between former teachers who retired, and former teachers who left their teaching positions for reasons other than retirement?

6. What procedure can be developed using discriminant analysis which would help in classifying a practicing teacher according to whether or not that individual is likely to remain in that teaching position until retirement?

7. Applying the classification procedure developed using discriminant analysis on the practicing teacher data set, what percentage of practicing teachers are likely to leave their teaching positions prior to retirement, and what percentage are likely to stay in their positions until retirement?

8. Using the data generated by the classification procedure, and the self-report data regarding the plans of practicing teachers, how closely do the data compare?

Related Literature

A host of reasons for individuals leaving teaching were found in the literature. They include teachers getting married and devoting time to raise children, less-than-desirable salaries and benefits, an inadequate school environment, loss of enthusiasm for teaching and students, and other factors (Olson, 1990). Dissatisfaction with their teaching positions was especially prominent in the literature.

According to the literature, in general, teachers traditionally have not been discontent. A variety of studies conducted in the 1970's and 80's found over 80% of teachers being satisfied or very satisfied with their jobs. However, some recent evidence suggests a gradual reduction in teacher satisfaction (Hoy & Miskel, 1987; Gorton, 1982; Bentzen, Williams, & Heckman, 1980)).

Although research studies were found that explored the relationship between vocational education teacher job satisfaction and performance (Grady & Burnett, 1985), no studies were found that focused on the relationship between vocational education teacher job satisfaction and retention.

Research Methods and Procedures

All vocational education teachers in Northwest Ohio at the time of data collection (1988-89), and all former vocational education teachers in Northwest Ohio who left their teaching positions between 1986-88, served as the population for this study. Of the practicing teachers, 745 out of 1,025 (72.7%) responded with useable instruments. After following a complicated procedure for contacting former teachers, 116 responses were received out of approximately 381 possible (30.4%). Of the respondents, 36 had retired and 80 had left teaching for other reasons.

A follow up of non-responding practicing teachers and non-responding former teachers was conducted. A random sample of non-respondents were contacted by telephone and asked to complete part of the instrument. Analysis found no significant differences between respondents and non-respondents contacted in this manner.

The instrument was developed by the researcher. Indicators of job satisfaction were determined from a review of the literature and from in-depth interviewing of current and former teachers. The instrument was validated by 15 vocational educators. A reliability check found a Cronbach Alpha of .9341.

Findings and Conclusions

Findings

The practicing teachers, retired teachers, and former teachers who left for reasons other than retirement generally agreed with the 38 job satisfaction indicator statements, thereby expressing general job satisfaction. Each group tended to disagreed however with certain job satisfaction indicator statements.

As presented in Table 1, the practicing teachers agreed the most with the following two statements:

1. I like teaching (statement 15; $\overline{X}$ = 3.57/4.00).

2. I feel competent in my teaching position (statement 27; $\overline{X}$ = 3.54).

The practicing teachers agreed the least with the following six statements:

1. Appropriate students are placed in my classes (statement 11; $\overline{X}$ = 2.39).

2. The salary of this job is adequate (statement 23; $\overline{X}$ = 2.29).

3. Adequate promotional opportunities in education exist (statement 24; $\overline{X}$ = 2.12).

4. Society has realistic expectations of me (statement 25; $\overline{X}$ = 2.41).

5. Teachers have appropriate professional status within society (statement 26; $\overline{X}$ = 1.99).

6. If I come into enough money so that I can live comfortably without working, I will not quit my job (statement 31; $\overline{X}$ = 2.35).

Table 2 includes the agreement levels of retired teachers to the same statements. These former teachers agreed the most with the following:

1. That job offered adequate challenges (statement 5; $\overline{X}$ = 3.60).

2. I was satisfied with the location of that school (statement 8; $\overline{X}$ = 3.63).

3. I liked teaching (statement 15; $\overline{X}$ = 3.71).

4. I was not bored in that teaching position (statement 16; $\overline{X}$ = 3.57).

5. I did not feel isolated (statement 17; $\overline{X}$ = 3.60).

6. I was satisfied with that job (statement 18; $\overline{X}$ = 3.66).

7. I felt competent in my teaching position (statement 27; $\overline{X}$ = 3.77).

8. I felt adequately prepared to teach that program (statement 29; $\overline{X}$ = 3.54).

The retired teachers agreed the least with the statement, "The administrators in my school were strong" (statement 37; $\overline{X}$ = 2.48).

As can be seen in Table 3, the former teachers who left teaching for reasons other than retirement agreed the most with the following statements:

1. I liked teaching (statement 15; $\overline{X}$ = 3.68).

2. I felt competent in my teaching position (statement 27; $\overline{X}$ = 3.65).

3. I felt adequately prepared to teach that program (statement 29; $\overline{X}$ = 3.60).

This group of former teachers agreed the least with the following:

1. Student discipline was fine (statement 13; $\bar{X}$ = 2.43).

2. Teachers have appropriate professional status within society (statement 26; $\bar{X}$ = 2.36).

3. I felt appreciated by administrators for my work (statement 35; $\bar{X}$ = 2.43).

4. I was provided adequate administrative support and backing (statement 36; $\bar{X}$ = 2.51).

5. The administrators in my school were strong (statement 37; $\bar{X}$ = 2.42).

7. I felt encouragement for my initiatives (statement 38; $\bar{X}$ = 2.43).

When asked for their career plans, 78.1% of the practicing teachers indicated that they plan to continue teaching in their positions until retirement. The remaining 21.9% plan to leave prior to retirement.

A factor analysis was performed on the 38 job satisfaction indicators using the data set for all former teachers. Based on prior expectations, nine factors were extracted, which appear in Table 4. A MultiVariate Analysis of Variance was then performed on the nine factors. Those teachers who left teaching for retirement were significantly more satisfied with the support by school personnel, satisfaction with that teaching position, and the challenge of that teaching position than former teachers who left their positions for reasons other than retirement (see Table 5).

A discriminant analysis was performed on the data set of all former teachers. The classification variable was whether or not the former teacher left their teaching position for retirement. The object of this analysis was to devise a procedure which would help in classifying an

individual according to whether (a) the teacher is likely to leave that teaching position before retirement, or (b) the teacher is likely to teach in that teaching position until retirement (see Table 6 for means and standard deviations for discriminating variables and Table 7 for summary data for the discriminant analysis).

Applying that classification procedure on the data set for former teachers, the procedure did reasonably well. The misclassification probability is 12.5% (see Table 8).

The classification procedure was then applied to the data set for practicing teachers. This classification was compared to the answers of the practicing teachers to the question, "As far as you know, will you continue teaching in your position until retirement?" The self-report data are quite different than the data from the classification procedure. The vast majority of respondents (78.1%) indicated that they plan to continue in their teaching positions until retirement, quite a contrast from the 45.4% figure generated by the classification procedure (see Table 9).

Conclusions

Although the practicing teachers and former teachers participating in this study generally expressed job satisfaction, they indicated they are not satisfied with certain aspects of their teaching positions. Although they indicated they like teaching and feel competent in their positions, the practicing teachers are concerned with conditions related to teaching as a profession. They are dissatisfied with their salaries, promotional opportunities, students they are serving, societal expectations, and status within society.

Former teachers expressed concern with their school administration. Both retired teachers and former teachers who left their positions for reasons other than retirement seem dissatisfied with the strength of the administrators in their schools. The non-retired former teachers also did not feel appreciated by their administrators, did not feel encouragement for their initiatives, and were dissatisfied with student discipline.

The classification procedure based upon the former teacher data set seems to determine in 87.5% of the cases whether or not a current Northwest Ohio vocational education teacher will continue teaching in that position until retirement. By administering the 38-item instrument to a vocational education teacher, the likelihood of that teacher remaining in that job until retirement can be determined. Caution should be taken however. Even though in this particular study, an 87.5% accuracy was achieved, other variables could play upon the accuracy of this predictive measure.

Implications and Recommendations

Even though teachers seem generally satisfied with their teaching positions in Northwest Ohio, administrators should consider the aspects of teaching with which teachers expressed dissatisfaction. They should also realize that, as administrators, they may have an important effect on whether a teacher continues in that teaching position.

One suggestion for usage of the classification procedure created by this study is to administer the instrument to groups of teachers. This will offer school administrators a view of the general job satisfaction within the school, and the likelihood that the teaching staff generally will remain in teaching until retirement.

Caution is also warranted when asking teachers for their career plans. It appears that using this classification procedure will give a more reliable answer to the question, "Will this teacher continue in this teaching position until retirement?" than merely asking the teachers for their plans outright.

So job satisfaction seems to have a relationship with teacher retention. The information presented herein should help school and state administrators retain the best teachers available, and plan for future teacher needs.

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Table 1
Job Satisfaction of Secondary Northwest Ohio Vocational Educators by Job Satisfaction Indicators

Indicator	n	Percent: Strongly Disagree	Dis-Agree	Agree	Strongly Agree	a Mean	Std. Dev.
Their Assignments							
1. I am not assigned too many school duties.	739	10.7	24.8	50.1	14.5	2.67	.86
2. My classes are not too large.	739	5.1	8.9	59.5	26.4	3.06	.75
3. I am assigned appropriate extracurricular activities.	714	5.9	14.1	69.7	10.2	2.83	.67
4. My classes are not too small.	738	3.0	12.3	60.6	24.1	3.05	.69
Attributes of the Job and School							
5. This job offers adequate challenges.	742	.8	8.6	67.1	23.5	3.13	.57
6. The facilities, equipment, materials, and/or supplies are adequate.	739	7.6	18.5	52.6	21.2	2.86	.84
7. The hours of this job are satisfactory.	733	3.4	15.1	65.6	15.8	2.93	.68
8. I am satisfied with the location of this school.	738	.8	5.1	56.8	37.3	3.31	.59
9. The amount of preparation time required for this program is fair.	737	6.0	26.2	62.1	5.7	2.66	.68

[a] Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

table continues

Indicator	n	Percent: Strongly Disagree	Dis-Agree	Agree	Strongly Agree	Mean	Std. Dev.
10. What is expected of me is realistic.	735	3.8	19.9	68.3	8.0	2.79	.63
Students							
11. Appropriate students are placed in my classes.	728	14.0	36.0	46.6	3.4	2.39	.77
12. I feel appreciated by students for my work.	739	2.2	22.1	63.5	12.3	2.86	.64
13. Student discipline is fine.	731	12.0	29.7	47.7	10.5	2.56	.84
14. Students are interested in what I teach.	729	1.9	11.9	75.0	11.1	2.95	.55
Teaching							
15. I like teaching.	743	.3	1.6	38.4	59.8	3.57	.54
16. I am not bored in this teaching position.	739	2.4	9.7	39.6	48.2	3.34	.75
17. I do not feel isolated.	739	4.6	19.8	49.0	26.7	2.98	.81
18. I am satisfied with this job.	735	1.4	12.9	58.8	26.9	3.11	.66
19. I do not feel vulnerable to criticism in teaching.	734	6.0	40.6	46.0	7.4	2.53	.72
20. I do not feel a sense of burnout.	733	8.0	33.0	46.0	13.0	2.62	.81
21. My job as an educator gives me a great deal of personal satisfaction.	735	1.4	12.7	61.1	24.9	3.10	.65
22. I feel that most other educators are not more satisfied with their jobs than I am.	732	1.5	9.0	66.4	23.1	3.11	.60

table continues

Indicator	n	Percent: Strongly Disagree	Dis-Agree	Agree	Strongly Agree	Mean	Std. Dev.
Teaching as a Profession							
23. The salary of this job is adequate.	736	16.4	41.3	38.6	3.7	2.29	.79
24. Adequate promotional opportunities in education exist.	734	26.7	39.1	29.6	4.6	2.12	.85
25. Society has realistic expectations of me.	730	12.1	37.9	46.0	4.0	2.41	.76
26. Teachers have appropriate professional status within society.	736	27.0	48.5	22.8	1.6	1.99	.75
Their Own Competence and Effectiveness							
27. I feel competent in my teaching position.	745	.5	1.3	41.5	56.6	3.54	.56
28. I am effective (able to get students to learn as desired).	733	1.0	14.9	74.1	10.1	2.93	.53
29. I feel adequately prepared to teach this program.	739	.9	3.4	53.2	42.5	3.38	.59
Their Own Careers							
30. My long range occupational goal is to continue teaching this program.	728	3.4	21.8	52.5	22.3	2.93	.76
31. If I come into enough money so that I can live comfortably without working, I will not quit my job.	728	23.1	28.3	37.0	11.7	2.35	.96

table continues

Indicator	n	Percent: Strongly Disagree	Dis-Agree	Agree	Strongly Agree	Mean	Std. Dev.
32. I do not often think of changing jobs.	732	6.1	23.1	48.8	22.0	2.86	.83
Being Appreciated							
33. I feel appreciated by parents for my work.	727	3.6	24.6	62.7	9.1	2.76	.66
34. I feel appreciated by my colleagues for my work.	728	3.3	21.2	63.3	12.2	2.86	.66
School Administration							
35. I feel appreciated by administrators for my work.	731	12.6	26.8	47.3	13.3	2.62	.88
36. I am provided adequate administrative support and backing.	734	9.4	23.3	50.0	17.3	2.74	.85
37. The administrators in my school are strong.	725	11.7	32.6	45.0	10.8	2.54	.84
38. I feel encouragement for my initiatives.	727	4.5	33.0	57.6	4.8	2.62	.64
Total	745	.1	15.0	81.5	3.4	107.67[a]	13.02

[a] Strongly Disagree = 38
Disagree = 76
Agree = 114
Strongly Agree = 152

Table 2
Job Satisfaction of Retired Secondary Northwest Ohio Vocational Educators by Job Satisfaction Indicators

Indicator	n	Percent Strongly Disagree	Dis-Agree	Agree	Strongly Agree	Mean[a]	Std. Dev.	Contributing to Leaving No.	Contributing to Leaving %
Their Assignments									
1. I was not assigned too many school duties.	35	2.9	20.0	40.0	37.1	3.11	.83	0	0
2. My classes were not too large.	35		17.1	34.3	48.6	3.31	.76	0	0
3. I was assigned appropriate extracurricular activities.	35	8.6	5.7	31.4	54.3	3.31	.93	2	5.6
4. My classes were not too small.	33		9.1	33.3	57.6	3.48	.67	0	0
Attributes of the Job and School									
5. That job offered adequate challenges.	35	2.9		31.4	65.7	3.60	.65	1	2.8
6. The facilities, equipment, materials, and/or supplies were adequate.	35	2.9	17.1	28.6	51.4	3.29	.86	2	5.6
7. The hours of that job were satisfactory.	35	2.9	5.7	42.9	48.6	3.37	.73	1	2.8
8. I was satisfied with the location of that school.	35		5.7	25.7	68.6	3.63	.60	0	0
9. The amount of preparation time required for that program was fair.	34	5.9	17.6	55.9	20.6	2.91	.79	1	2.8

[a] Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

table continues

Indicator	n	Percent						Contributing to Leaving	
		Strongly Disagree	Dis-Agree	Agree	Strongly Agree	Mean	Std. Dev.	No.	%
10. What was expected of me was realistic.	35	2.9	11.4	40.0	45.7	3.29	.79	0	0
Students									
11. Appropriate students were placed in my classes.	34	11.8	29.4	38.2	20.6	2.68	.94	2	5.6
12. I felt appreciated by students for my work.	35	5.7	14.3	48.6	31.4	3.06	.84	6	16.7
13. Student discipline was fine.	34	2.9	26.5	38.2	32.4	3.00	.85	5	13.9
14. Students were interested in what I taught.	35	5.7	14.3	48.6	31.4	3.06	.84	3	8.3
Teaching									
15. I liked teaching.	35	2.9	2.9	14.3	80.0	3.71	.67	1	2.8
16. I was not bored in that teaching position.	35	2.9	5.7	22.9	68.6	3.57	.74	1	2.8
17. I did not feel isolated.	35		8.6	22.9	68.6	3.60	.65	1	2.8
18. I was satisfied with that job.	35	2.9		25.7	71.4	3.66	.64	0	0
19. I did not feel vulnerable to criticism in teaching.	35	2.9	14.3	54.3	28.6	3.09	.74	0	0
20. I did not feel a sense of burnout.	35	20.0	17.1	40.0	22.9	2.66	1.06	11	30.6
21. My job as an educator gave me a great deal of personal satisfaction.	34	2.9	14.7	47.1	35.3	3.15	.78	4	11.1
22. I felt that most other educators were not more satisfied with their jobs than I was.	34	2.9	2.9	41.2	52.9	3.44	.70	0	0

table continues

Indicator	n	Percent Strongly Disagree	Dis-Agree	Agree	Strongly Agree	Mean	Std. Dev.	Contributing to Leaving No.	Contributing to Leaving %
Teaching as a Profession									
23. The salary of that job was adequate.	34	11.8	32.4	50.0	5.9	2.50	.79	1	2.8
24. Adequate promotional opportunities in education existed.	33	3.0	33.3	48.5	15.2	2.76	.75	0	0
25. Society had realistic expectations of me.	35	2.9	11.4	54.3	31.4	3.14	.73	1	2.8
26. Teachers had appropriate professional status within society.	34	17.6	23.5	44.1	14.7	2.56	.96	1	2.8
Their Own Competence and Effectiveness									
27. I felt competent in my teaching position.	35	2.9		14.3	82.9	3.77	.60	0	0
28. I was effective (able to get students to learn as desired).	34	5.9	11.8	50.0	32.4	3.09	.83	5	13.9
29. I felt adequately prepared to teach that program.	35	2.9		37.1	60.0	3.54	.66	0	0
Their Own Careers									
30. My long range occupational goal was to continue teaching that program.	34	2.9	8.8	26.5	61.8	3.47	.79	0	0
31. I felt that if I came into enough money so that I could live comfortably without working, I would not quit my job.	33	6.1	33.3	33.3	27.3	2.82	.92	0	0

table continues

Indicator	n	Percent Strongly Disagree	Dis-Agree	Agree	Strongly Agree	Mean	Std. Dev.	Contributing to Leaving No.	Contributing to Leaving %
32. I did not often think of changing jobs.	34	2.9	8.8	38.2	50.0	3.35	.77	0	0
Being Appreciated									
33. I felt appreciated by parents for my work.	35		20.0	40.0	40.0	3.20	.76	1	2.8
34. I felt appreciated by my colleagues for my work.	35		5.7	48.6	45.7	3.40	.60	0	0
School Administration									
35. I felt appreciated by administrators for my work.	35	14.3	22.9	28.6	34.3	2.83	1.07	6	16.7
36. I was provided adequate administrative support and backing.	35	22.9	8.6	34.3	34.3	2.80	1.16	5	13.9
37. The administrators in my school were strong.	33	15.2	36.4	33.3	15.2	2.48	.94	4	11.1
38. I felt encouragement for my initiatives.	34	5.9	26.5	47.1	20.6	2.82	.83	2	5.6
Total	35		8.3	69.4	22.2	120.69[a]	15.75		

[a] 38 = Strongly Disagree
76 = Disagree
114 = Agree
152 = Strongly Agree

Table 3
Job Satisfaction of Former Secondary Northwest Ohio Vocational Educators Who Left Their Position for Reasons Other Than Retirement by Job Satisfaction Indicators

Indicator	n	Percent				Mean[a]	Std. Dev.	Contributing to Leaving	
		Strongly Disagree	Dis-Agree	Agree	Strongly Agree			No.	%
Their Assignments									
1. I was not assigned too many school duties.	79	6.3	8.9	51.9	32.9	3.11	.82	6	7.5
2. My classes were not too large.	80	1.3	7.5	50.0	41.3	3.31	.67	3	3.8
3. I was assigned appropriate extracurricular activities.	80	3.8	5.0	45.0	46.3	3.34	.75	3	3.8
4. My classes were not too small.	80	5.0	6.3	57.5	31.3	3.15	.75	3	3.8
Attributes of the Job and School									
5. That job offered adequate challenges.	80	1.3	13.8	43.8	41.3	3.25	.74	3	3.8
6. The facilities, equipment, materials, and/or supplies were adequate.	80	10.0	17.5	41.3	31.3	2.94	.95	8	10.0
7. The hours of that job were satisfactory.	80	2.5	8.8	45.0	43.8	3.30	.74	2	2.5
8. I was satisfied with the location of that school.	80		8.8	36.3	55.0	3.46	.65	1	1.3
9. The amount of preparation time required for that program was fair.	80	10.0	16.3	52.5	21.3	2.85	.87	6	7.5

[a] Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

table continues

Indicator	n	Percent						Contributing to Leaving	
		Strongly Disagree	Dis-Agree	Agree	Strongly Agree	Mean	Std. Dev.	No.	%
10. What was expected of me was realistic.	80	8.8	15.0	47.5	28.8	2.96	.89	6	7.5
Students									
11. Appropriate students were placed in my classes.	80	18.8	26.3	40.0	15.0	2.51	.97	7	8.8
12. I felt appreciated by students for my work.	80	7.5	20.0	30.0	42.5	3.08	.96	7	8.8
13. Student discipline was fine.	80	13.8	22.5	28.8	35.0	2.43	1.08	15	18.8
14. Students were interested in what I taught.	80	5.0	17.5	50.0	27.5	3.00	.81	4	5.0
Teaching									
15. I liked teaching.	80		8.8	15.0	76.3	3.68	.63	4	5.0
16. I was not bored in that teaching position.	80	1.3	13.8	33.8	51.3	3.35	.76	8	10.0
17. I did not feel isolated.	80	10.0	7.5	36.3	46.3	3.19	.96	5	6.3
18. I was satisfied with that job.	80	7.5	21.3	28.8	42.5	3.06	.97	10	12.5
19. I did not feel vulnerable to criticism in teaching.	79	3.8	12.7	51.9	31.6	3.11	.77	3	3.8
20. I did not feel a sense of burnout.	79	12.7	36.7	24.1	26.6	2.65	1.01	15	18.8
21. My job as an educator gave me a great deal of personal satisfaction.	80	7.5	23.8	30.0	38.8	3.00	.97	6	7.5
22. I felt that most other educators were not more satisfied with their jobs than I was.	80	2.5	15.0	52.5	30.0	3.10	.74	1	1.3

table continues

Indicator	n	Percent: Strongly Disagree	Dis-Agree	Agree	Strongly Agree	Mean	Std. Dev.	Contributing to Leaving: No.	%
Teaching as a Profession									
23. The salary of that job was adequate.	79	12.7	24.1	43.0	20.3	2.71	.94	5	6.3
24. Adequate promotional opportunities in education existed.	78	14.1	33.3	26.9	25.6	2.64	1.02	12	15.0
25. Society had realistic expectations of me.	80	2.5	16.3	55.0	26.3	3.05	.73	3	3.8
26. Teachers had appropriate professional status within society.	80	16.3	43.8	27.5	12.5	2.36	.90	4	5.0
Their Own Competence and Effectiveness									
27. I felt competent in my teaching position.	80	2.5	1.3	25.0	71.3	3.65	.64	1	1.3
28. I was effective (able to get students to learn as desired).	80	1.3	11.3	38.8	48.8	3.35	.73	2	2.5
29. I felt adequately prepared to teach that program.	80	2.5	1.3	30.0	66.3	3.60	.65	1	1.3
Their Own Careers									
30. My long range occupational goal was to continue teaching that program.	80	8.8	18.8	41.3	31.3	2.95	.93	5	6.3
31. I felt that if I came into enough money so that I could live comfortably without working, I would not quit my job.	80	8.8	21.3	38.8	31.3	2.93	.94	0	0

table continues

Indicator	n	Percent						Contributing to Leaving	
		Strongly Disagree	Dis-Agree	Agree	Strongly Agree	Mean	Std. Dev.	No.	%
32. I did not often think of changing jobs.	80	5.0	30.0	37.5	27.5	2.88	.88	4	5.0
Being Appreciated									
33. I felt appreciated by parents for my work.	80	6.3	17.5	42.5	33.8	3.04	.88	5	6.3
34. I felt appreciated by my colleagues for my work.	80	5.0	21.3	42.5	31.3	3.00	.86	4	5.0
School Administration									
35. I felt appreciated by administrators for my work.	80	26.3	23.8	31.3	18.8	2.43	1.08	22	27.5
36. I was provided adequate administrative support and backing.	80	21.3	31.3	22.5	25.0	2.51	1.09	21	26.3
37. The administrators in my school were strong.	79	26.6	25.3	27.8	20.3	2.42	1.09	17	21.3
38. I felt encouragement for my initiatives.	80	16.3	37.5	33.8	12.5	2.43	.91	14	17.5
Total	80		15.0	67.5	17.5	114.19[a]	17.83		

[a] Strongly Disagree = 38, Disagree = 76, Agree = 114, Strongly Agree = 152

Table 4
Job Satisfaction Indicators: Nine Factor Model

Factor/Job Satisfaction Indicator	Factor Loading
Factor 1 - Perceptions of students, parents, and the public toward my work	
I felt appreciated by students for my work.	.69
Student discipline was fine.	.68
Society had realistic expectations of me.	.66
Students were interested in what I taught.	.44
I did not feel vulnerable to criticism in teaching.	.71
I felt appreciated by parents for my work.	.82
Factor 2 - Support by school personnel	
I felt appreciated by administrators for my work.	.92
I was provided adequate administrative support and backing.	.90
The facilities, equipment, materials, and/or supplies were adequate.	.47
I felt appreciated by my colleagues for my work.	.37
The administrators in my school were strong.	.84
I felt encouragement for my initiatives.	.71
Factor 3 - Feeling toward teaching	
I liked teaching.	.93
I was not bored in that teaching position.	.91
I did not feel a sense of burnout.	.52
My job as an educator was giving me sufficient personal satisfaction.	.64
Factor 4 - Expectations or me	
I was not assigned too many school duties.	.76
My classes were not too large.	.77
I did not feel isolated.	.40
I was not assigned inappropriate extra-curricular activities.	.73
What was expected of me was realistic.	.43
The hours of that job were satisfactory.	.43
Factor 5 - Satisfaction with that teaching position	
I was satisfied with that job.	.39
I did not often think of changing jobs.	.71
I did not feel that most other educators were more satisfied with their jobs than I was.	.84

table continues

Factor 6 - Challenge of that teaching position

Adequate promotional opportunities in education exist.	.42
My classes were not too small.	.87
That job offered adequate challenges.	.54
I was satisfied with the location of that school.	.56
The students were placed appropriately in my classes.	.28

Factor 7 - Teaching effectiveness

I felt competent in my teaching position.	.68
I was effective.	.53
I felt adequately prepared to teach that program.	.87

Factor 8 - Effort required

My long range occupational goal was to continue teaching that program.	.43
If I came into enough money so that I could live comfortably without working, I would not have quit that job.	.37
The amount of preparation time required for that program was fair.	.87

Factor 9 - Status in society

Teachers have an appropriate professional status within society.	.61
The salary of that job was adequate.	.81

Table 5
Two-Way Analyses of Variance for Factors by Former Teachers (Retired or Not Retired) Which Were Significant at the .05 Level

Source of variation	df	F	P	N	Mean	Tukey's Test
Factor 2 - Support by School Personnel	1	8.56	.0042			
Retired				31	.4250	A
Did Not Retire				73	-.1805	B
Factor 5 - Satisfaction with That Teaching Position	1	10.15	.0019			
Retired				31	.4595	A
Did Not Retire				73	-.1951	B
Factor 6 - Challenge	1	8.53	.0031			
Retired				31	.4395	A
Did Not Retire				73	-.1866	B

Table 6
Means and Standard Deviations for Discriminating Variables

Discriminating Variable	Group: Not-Retired (n=80)	Group: Retired (n=36)
1. I was not assigned too many school duties.	3.11[a] (.82)	3.11 (.83)
2. My classes were not too large.	3.31 (.67)	3.31 (.76)
3. I was assigned appropriate extra-curricular activities.	3.34 (.75)	3.31 (.93)
4. My classes were not too small.	3.15 (.75)	3.48 (.67)
5. This job offered adequate challenges.	3.25 (.74)	3.60 (.65)
6. The facilities, equipment, materials, and/or supplies were adequate.	2.94 (.95)	3.29 (.86)
7. The hours on that job were satisfactory.	3.30 (.74)	3.37 (.73)
8. I was satisfied with the location of that school.	3.46 (.65)	3.63 (.60)
9. The amount of preparation time for that program was fair.	2.85 (.87)	2.91 (.79)
10. What was expected of me was realistic.	2.96 (.89)	3.29 (.79)
11. Appropriate students were placed in my classes.	2.51 (.97)	2.68 (.94)
12. I felt appreciated by students for my work.	3.08 (.96)	3.06 (.84)
13. Student discipline was fine.	2.43 (1.08)	3.00 (.85)
14. Students were interested in what I taught.	3.00 (.81)	3.06 (.84)

[a] Strongly Disagree = 1; Disagree = 2; Agree = 3; Strongly Agree = 4

table continues

Discriminating Variable	Group: Not Retired (n=80)	Group: Retired (n=36)
15. I liked teaching	3.68 (.63)	3.71 (.67)
16. I was not bored in that teaching position.	3.35 (.76)	3.57 (.74)
17. I did not feel isolated.	3.19 (.96)	3.60 (.65)
18. I was satisfied with that job.	3.06 (.97)	3.66 (.64)
19. I did not feel vulnerable to criticism in teaching.	3.11 (.77)	3.09 (.74)
20. I did not feel a sense of burnout.	2.65 (1.01)	2.66 (1.06)
21. My job was an educator gave me a great deal of personal satisfaction.	3.00 (.97)	3.15 (.78)
22. I felt that most other educators were more satisfied with their jobs than I was.	3.10 (.74)	3.44 (.70)
23. The salary of that job was adequate.	2.71 (.94)	2.50 (.79)
24. Adequate promotional opportunities in education exist.	2.64 (1.02)	2.76 (.75)
25. Society had realistic expectations of me.	3.05 (.73)	3.14 (.73)
26. Teachers have appropriate professional status within society.	2.36 (.90)	2.56 (.96)
27. I felt competent in my teaching position.	3.65 (.64)	3.77 (.60)
28. I was effective.	3.35 (.73)	3.04 (.83)
29. I felt adequately prepared to teach that program.	3.60 (.65)	3.54 (.66)
30. My long range occupational goal was to continue teaching that program.	2.95 (.93)	3.47 (.79)

table continues

Discriminating Variable	Group: Not Retired (n=80)	Group: Retired (n=36)
31. If I came into enough money so that I could have lived comfortably without working, I would have quit my job.	2.93 (.94)	2.82 (.92)
32. I did not often think of changing jobs.	2.88 (.88)	3.35 (.77)
33. I felt appreciated by parents for my work.	3.04 (.88)	3.20 (.76)
34. I felt appreciated by my colleagues for my work.	3.00 (.86)	3.40 (.60)
35. I felt appreciated by administrators for my work.	2.43 (1.08)	2.83 (1.07)
36. I was provided adequate administrative support and backing.	2.51 (1.09)	2.80 (1.16)
37. The administrators in my school were strong.	2.42 (1.09)	2.48 (.94)
38. I felt encouragement for my initiatives.	2.43 (.91)	2.82 (.83)

Table 7
Summary Data for Discriminant Analysis

		Discriminant Function 1		
Variables	b	s	Group	Centroids
Q1	.17302	.02773	Not Retired	-0.65560
Q2	.00074	.00485	Retired	1.54383
Q3	-.19750	-.04516		
Q4	.31505	.22210		
Q5	.10609	.26464		
Q6	.23880	.19205		
Q7	-.29295	.10802		
Q8	.15796	.11128		
Q9	.23642	.04966		
Q10	.37296	.22821		
Q11	.09204	.15222		
Q12	.02586	.06926		
Q13	.17282	.15991		
Q14	-.06937	.07448		
Q15	-.15004	.14137		
Q16	.63353	.21253		
Q17	.36089	.21802		
Q18	.31557	.33970		
Q19	-.42325	-.02608		
Q20	-.55669	-.03024		
Q21	-.20660	.12783		
Q22	.34655	.22791		
Q23	-.33751	-.09109		
Q24	-.22689	.07890		
Q25	-.05265	.11511		
Q26	.22774	.09940		
Q27	-.11835	.09219		
Q28	-.59588	-.09368		
Q29	-.13073	-.04968		
Q30	.52776	.32045		
Q31	-.07759	-.02961		
Q32	.03470	.32267		
Q33	.03310	.12323		
Q34	-.26869	.19824		
Q35	.37432	.21703		
Q36	-.04820	.18086		
Q37	-.59044	.06467		
Q38	.39835	.23339		

Eigenvalue	Rc	Wilks' Lambda	p
1.03198	.7126488	.4921316	.0166

b = standardized discriminant function coefficient
s = within-groups structure coefficient
Rc = canonical correlation coefficient

Table 8
Classification of Cases

Actual Group	No. of Cases	Predicted Group: Not Retired	Predicted Group: Retired
Not Retired	73	64 87.67%	9 12.33%
Retired	31	4 12.90%	27 87.10%
Percent of cases correctly classified: 87.5%			

Table 9
Plans of Current Northwest Ohio Vocational Education Teachers According to Self-Report Data and Data Calculated Using the Linear Discriminant Function

	n	No. Who Will Retire from Current Position	Percent	No. who Will Leave Current Position Prior to Retirement	Percent
Self-Reported Plans	741	579	78.1	162	21.9
Classification According to Linear Discriminant Function	593	269	45.4	324	54.6